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ABSTRACT

The Southeast Community Education Center is a nondenominational, elementary alternative school that enrolls up to 90 children on a first-come, first-served basis. It is intended to provide a community education center whereby the educational needs of minority group youngsters can be fulfilled in a true "community school." The total school program is envisioned as a model for community involvement and humanistic education for families within the community. The program evaluation is concerned with academic achievement in reading and mathematics, reduction in absenteeism, staff evaluations, student evaluations, parent evaluations, and evaluations of college educators working with the school. The findings are presented in detail. The Southeast Community Education Center clearly attained its major objectives during the 1974-75 school year. Five reasons for the center's success and five recommendations for possible development are given. (Author/IRT)

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ED112462

# FINAL EVALUATION REPORT

# THE SOUTHEAST COMMUNITY EDUCATION CENTER

Submitted to

The Office of Curriculum Planning and Evaluation
Grand Rapids Public Schools
Grand Rapids, Michigan

*Evaluators*

Edsel L. Erickson
Kimon Bournazos
Michael H. Walizer
Subhash R. Sonnad

2

*June 15, 1975*

EA 007 496

Suite 213 Park Building Kalamazoo, Michigan 49008 Telephone (616) 381-1428

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## PROGRAM DESCRIPTION AND OBJECTIVES

The Southeast Community Education Center is a nondenominational, elementary, alternative school which enrolls on a first-come, first-serve basis, up to ninety (90) children per year. The school which serves the Hall/Jefferson Model City Area was opened in the Fall of 1972.

The basic intent was to provide a community education center whereby the educational needs of minority group youngsters could be fulfilled in a true "community school." The total school program is envisioned as a model for community involvement and humanistic education for families within the community.

The general philosophy of the Community Education Center is to provide an environment where children will want to learn, where they will be encouraged to achieve to their full individual potential; and where the "school" becomes an important and meaningful part of the lives of the children, their parents and the entire community.

There is a major emphasis given to:

1. The development of the basic learning skills of reading and mathematics.
2. The development of fair and consistent student self-discipline based on respect for self and others.
3. The development of values which emphasize the integrity and worth of all humans.
4. Insure that parents have major responsibility in decisions concerning the education of their children.
5. Involve members of the community in the school.

## DESCRIPTION OF FACILITIES AND STAFF

### School Plant

The Southeast Community Education Center is located at 116 Green, S.E., on the corner of Sheldon and Hall. The physical facility consists of:

- Four rooms.
- A small library - which also serves as the Principal's office.
- A basement divided into two parts, one that serves as the lunch room, gym and art room; the other as storage and teacher's lounge.

The building accommodates eighty-four (84) children from Grades 1 through 7. The grades are combined as follows:

Room 1: Grades 1 & 2

Room 2: Grades 3 & 4

Room 3: Grades 5, 6 & 7

Room 4: Reading room with facilities to accommodate several tutors at the same time.

### School Staff

PRINCIPAL

Charles Chamberlain of Sheldon Elementary School is the official Principal of the Southeast Community Education Center. However, Sister Sebastiana has continued to play a major on-site administrative role of directing the day-to-day activities.

TEACHERS[1]

| | |
|---|---|
| Mrs. Valerie Floyd | Grades 1 and 2 |
| Mrs. Gail Battaglia | Grades 3 and 4 |
| Miss Jean Beckman | Grades 5, 6 and 7 |

[1]Reimbursed by Board of Education funds.

TEACHERS' AIDES[2]

| | |
|---|---|
| Mrs. Christine Snell | Grades 1 and 2 |
| Miss Barbara Snell | Grades 3 and 4 |
| Mrs. Kimberly Sims | Grades 5, 6 and 7 |

TEACHER SISTER[3]

| | |
|---|---|
| Sr. Giovanna Cavallo | Reading and Phonics, Grade 1<br>Reading Level 3, Grades 5 & 6<br>Science, Grades 5 & 6<br>Art and Music, All Grades<br>Sewing, Grades 5 & 6 |

SCHOOL SUPERVISOR (on-site)[3]

Sr. Sebastiana Ghidelli

READING COORDINATOR[2]

Mrs. Marlene DeVries

READING TUTOR (full-time)[4]

| | |
|---|---|
| George Thomas (C.E.P.) | Also is coach |

READING TUTORS (part-time)[5]

Seven - from Calvin College
One - from Aquinas College
Two - from Community Volunteer College Education
Five - from Grand Valley State College

V.I.S.T.A. VOLUNTEERS (during A.M.)

| | |
|---|---|
| Pat Foley<br>(has college degree and<br>Teaching Certificate) | Reading, Level 2, Grade 3 |

[2]Reimbursed from Title I funds.
[3]Salary to be paid by parents; however, so far has not received any salary for 1974-75.
[4]Reimbursed from Concentrated Employment Program (C.E.P.) funds.
[5]Receive training from Southeast Community Center and some obtain credit or experience in teaching.

V.I.S.T.A. VOLUNTEERS - (Cont'd.)

| | |
|---|---|
| Lynn McBride (has college degree and Teaching Certificate) | Math Tutor for 3 hours every morning |

N.B. Both VISTA's work in the afternoon in the community.

CUSTODIAN[3]

| | |
|---|---|
| Free Bland | Part-time help |

LUNCH PROGRAM[6]

| | |
|---|---|
| Katie Kelley | Three hours |

SECRETARY[2]

| | |
|---|---|
| Vita McConnaughey | Three hours |

SUPPORTIVE SERVICES

The school also has the services of a Public Health nurse for three hours a week and the services of a school social worker and a physical education teacher (at Sheldon for Grades 5, 6 and 7) provided by the Board of Education.

## CURRICULUM

The following description of curricular offerings and the classroom management systems for the Southeast Community Education Center was provided by the school staff, and describes activities and instruction at each grade level.

[2]Reimbursed from Title I funds.
[3]Salary to be paid by parents; however, so far has not received any salary for 1974-75.
[6]Federal hot lunch program.



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## GRADES 1 & 2

TEACHER: Mrs. Valerie Floyd

CHILDREN: (26) - Grade 1: 12
Grade 2: 14

Teaching concentrates mainly on the basic subjects of: Reading, Spelling, Phonics, English, Math and Penmanship.

Taught only once a week: Art, Gym and Music.

Taught twice a week: Science and Social Studies.

### GRADE 1: CHILDREN 12

*READING:* There are two (2) reading groups.

Group 1: Four children are up at their grade level.
Group 2: Six children are slightly behind.

Two children are followed individually because of their immaturity. They are presently at kindergarten level.

*PHONICS:* Texts used -- First Fun in Phonics and Phonics Workbook.

Oral presentation is done daily by the teacher to the whole class. Visual presentation on the board and worksheets for individual written practice are also used. The teacher's aide follows up with the drilling, and helps those who need individual assistance. Every Friday morning extra time is devoted by the teacher to the children who have more difficulties.

### GRADE 2: CHILDREN 14

*READING:* There are two (2) reading groups.

Group 1: Six children are up to their level in every subject even though four of them started out a year below. Text used - Secrets - Grade 2, Level 1.

Group 2: Five children who started out as Primer Readers are reading on the first grade level now.

Three children are going to the reading teacher for individualized instruction in reading.

*AUDITORY-VISUAL:* Discrimination (Phonics) drilling with flash cards, oral and written, repetition of skills and mainly the constant presence of the personal help is the line of teaching followed.

*MATH:* A combination of traditional and modern methods.

*ENGLISH:* Basic grammar elements are learned (sentence, nouns, outside, etc.).

*PENMANSHIP:* Printing is taught in Grades 1 & 2. The second graders are also introduced to handwriting.

## GRADES 3 & 4

TEACHER: Mrs. Gail Battaglia

CHILDREN: (30) - Grade 3: 17
Grade 4: 13

Teaching concentrates mainly on the basic subjects of: Phonics, Reading, Spelling, Math, English and Penmanship.

The following subjects are taught only once a week: Art, Gym, Social Studies, Science and Music.

Taught only once a week: Art, Gym, Social Studies, Science and Music.

*READING:* There are three (3) reading groups which span from second grade level to the fourth; four (4) children receive instruction daily on a one-to-one basis as their needs are such that they cannot be incorporated into one of the existing groups.

Adjustments have been made during the year with children forming new groups or moving to individualized programs whenever their progress indicates this is advisable.

Presently the groups are:

Rewards 2 - 7 children
Panorama 3 - 12 children
Kaleidoscope 4 - 9 children

The teacher indicated that in her first year of teaching, the majority of every class was reading at the pre-primer level. This year half of the children are at grade level, and most of the others are not more than one year below their level.

*PHONICS:* Basic rules necessary for the development of independent word attack skills are presented by the teacher to the entire class. Oral repetition, visual presentation on the board, and sheet for individual written practice are used. Two aides help those students who require individual assistance.

The teacher believes the phonics program last year was very successful, with the children exhibiting mastery of skills presented. She indicated that this year she allowed only fifteen minutes for presentation and oral drill. This proved inadequate, and the time is now extended to twenty minutes or a half hour, whichever is indicated necessary by class response.

*SPELLING:* There are two regular groups at third and fourth grade levels of the Houghton-Mifflin series. Two children are working at second and one is finishing the first grade level.

*MATH:* For math, there are two main groups--one working at third grade level and one at fourth. Children requiring individualized attention are assisted by an aide after the explanation is given. The teacher indicated that she studied the achievement test results in order to emphasize the areas that seemed weakest when she presented the basic skills for number operations, number concepts, geometry and fractions. At the end of February children were tested by the teacher on all skills presented thus far in order to determine which skills must be identified for further instruction on an individual basis. Students whose scores indicate mastery of the skills will proceed to work at levels challenging to them.

*ENGLISH:* There are two main groups, one at the third, one at fourth grade level. The parts of speech and punctuation are emphasized. Creative writing experiences are also included. There are three children who need consistent individual assistance to complete their assignments.

*PENMANSHIP:* Spacing, size and shape of letters, and correct slant are emphasized. The third grade is introduced to all the cursive letters and practice their formation in words and sentences. The fourth grade concentrates on the correct writing of paragraphs and special forms, such as poems and letters.

*SOCIAL STUDIES:* Both grades are studying communities around the world: aspects unique to each, their cultural history and growth.

There has been work improvement in the last three years in the students' ability to read and discuss such subjects as social studies. This correlates with their reading progress.

*SCIENCE:* The emphasis in science study is on different forms of energy. The children draw conclusions by participating in experiments and the resulting class discussions.

*REWARD SYSTEM:* A point system is used in the third and fourth grades. The students are awarded a set number of points for completing homework, obeying school rules, and responding orally in class discussions. At the end of two weeks, individual points are totaled and the child receives a reward, usually candy, according to his total.

This system was to a large extent the students' idea and by enacting it, student decision-making behaviors and active participation in the organization are reinforced. Also, such a system affords recognition of students whose reading level is lower than their grade placement, by emphasizing oral participation. Knowing that all the emphasis is not on written work encourages students to be attentive and to contribute to class activities.

*CLASS GOVERNMENT:* There is an elected class government consisting of one president and four council members. The class as a whole formulates the rules. Anyone charged with a violation is heard, judged, and if necessary, disciplined by the council.

## GRADES 5, 6 & 7

TEACHER: Miss Jean Beckman

CHILDREN: (30) - Grade 5: 15
Grade 6: 9
Grade 7: 6

*READING:* Small Groups Activity

There are five (5) groups. At the beginning of the school year seven (7) students were grouped together for their performance at third grade level. After four weeks the group was split in three:

Group 1: 2 students, one fifth and one sixth grader. These students were faster learners who could proceed at a faster pace.

Group 2: 4 students, all fifth graders. Needed more practice both in decoding and in comprehension. (One of them receives extra help daily in the reading room.)

Group 3: 1 seventh grader could not keep up with the rest of the group; needed individual attention. He was referred to the reading teacher and now receives individualized instruction.

Group 4: 14 students with reading levels near average for their grade levels. Where children were having reading difficulties, they were required to demonstrate skill before moving on to a new story section.

Group 5: 11 children read at level 6. The children in this group started out at a very low comprehension or skill level. After the first testing session, each child had to review each skill represented by a skill sheet. Before moving on to a new skill, a child had to pass, with an "A" or "B" mark, the skill sheet given him. When the skills are mastered, they then proceed in the book.

At the end of the first quarter -

Group 1: 4 students. At the end of the first quarter, two fourth graders were added who scored below their fourth grade reading level and needed to review third grade skills.

Group 2: Same as above.

Grade 5: 3rd level - 5 children
1st level - 2 children
5th level - 8 children

Grade 6: 1st level - 1 child
3rd level - 1 child
5th level - 1 child
6th level - 6 children

Grade 7: 2nd level - 1 child
6th level - 5 children

*ENGLISH:* This year (as of 1/75) students are divided into two groups. Group 6 (doing 5th and 6th grade work) is studying basic grammar three days a week. They learn the parts of speech; learn to identify them and the qualities of each. Group 7 (doing 6th and 7th grade work) also studies grammar three days a week. They, too, are studying the parts of speech but go at a faster pace. They are also learning diagramming. Each day, both groups analyze a sentence--telling the part of speech of each word in the sentence. One day a week the two groups work together on compositions. They learn how to write paragraphs and how to improve their compositions. Also together, one day a week, the two groups study literature.

*MATH:* Math is divided into two groups. Grade 5 works in the level 5 book and Grades 6 and 7 work in the level 6 book.

*SPELLING PHONICS PENMANSHIP:* For these subjects, after the explanation has been given, the children are expected to do their work with a minimum amount of help. There are four groups in spelling: the 2nd grade level, the 4th grade level, the 5th grade level, and the 6th grade level, as of January 1975.

*HISTORY GEOGRAPHY:* One hour twice a week is spent on either history or geography of the United States.

*SCIENCE:* Two days a week for one hour. For history, geography, science, the three grades are combined.

*ART & GYM:* Taught once a week.

ACTIVITIES OF READING ROOM

Purpose of Reading Room

The reading Room serves three main purposes (January 1975):

1. For eleven students, it constitutes their total reading class. These eleven students come to the Reading Room for one hour every day. It is hoped that with daily individual attention, they will improve so that they can join a reading group in the classroom.

2. For approximately twenty-five students, the Reading Room constitutes a remedial reading experience. All of these students have reading in their own classrooms, but they come to the Reading Room once, twice or three times a week. It is hoped that by reinforcing the reading skills taught in the classroom, these students will eventually be reading at grade level.

3. For all students, the Reading Room is an enrichment room where they come for enjoyable learning experiences or educational games.

How is the Reading Room Organized?

At least half of the lesson focuses on the basic skills. During this time, reinforcement is made of basic phonics and decoding skills which the students are taught in their classrooms. Workbooks, listening tapes, drill cards, programmed material and games are used to teach these skills.

The second part of the lesson is composed of reading from a controlled reader. During this time, comprehension skills are stressed. This phase of instruction affords opportunity for application of phonics and decoding skills.

Who Comes to the Reading Room?

In September, all the new children were given the Wide Range Achievement Tests (WRAT) which were utilized to place the children in math, reading and

spelling. The children whose grade equivalency scores were one or more years below grade level in reading are provided special experiences in the Reading Room at least once a week. The children that scored between five and nine months below their grade level also come to the Reading Room, but less frequently.

For diagnostic purposes, other tests used in the Reading Room are the Stanford Diagnostic Test and Informal Inventories.

How do the Children Get Individual Attention in the Reading Room?

Each child has his own box in the Reading Room which contains the work that he or she is to do that day. There is a notebook in each box outlining the lesson for the day. After each lesson, the tutor records in the notebook the students progress and activities attempted.

Each child works with a tutor in the Reading Room. Some of the tutors are friends of the school, parents of children, VISTA workers, or students from area colleges. The school recruits students from local colleges at the beginning of a new semester. School staff also use a slide show (which was prepared in 1973) to generate interest in their program.

The first time a tutor comes to the Southeast Community Education Center, he or she observes an experienced tutor working with a child. The tutor is also given a brief orientation to the materials and the procedures of the Reading Room. The next time that tutor comes, they begin to work individually with the child under supervision of the staff. There is always an experienced tutor in the room to address questions or concerns and to provide guidance and assistance to student tutors.

What Material is Used?

For phonics, decoding skills, and vocabulary, the following materials are available:

a. Michigan Language Program

- Listening Tapes
- Reading Words
- Visual Tracking, Symbol Tracking
- Letter Mastery, Word Parts

b. We Read Sentences

c. Phonics We Use & Ginn Workbook

d. Durrell Murphy Phonics Program

e. Reading Practice Program

f. Working With Sounds

g. Alphaboards

h. Old Itch games

i. Tutorgram

j. Drill Cards, etc.

k. Fun With Words

l. Spelling Games

m. Consonant and Vowel Tapes

n. Understanding Word Groups

o. Structural Analysis Tapes

p. Vocabulary Development Tapes

q. Study Scopes

r. Words to Eat; Words to Wear; Words to Meet

For reading practice:

a. Dan Frontier Reading Series

b. Phoenix Readers

c. Checkered Flag Series

d. Action Readers

e. Bill Martin Readers

For comprehension skills

a. Getting the Main Idea

b. Locating the Answer

c. Getting the Facts

d. Directing the Sequence

e. Following Directions

f. Drawing Conclusions

How is the Classroom Managed?

Most of the children seem to enjoy coming to the Reading Room. They appear very eager and cooperative. The student-teacher ratio is usually 1 to 1. There are very few problems with behavior.

## PHYSICAL EDUCATION

Objectives for instruction in Physical Education programs include the following:

a) good sportsmanship

b) fair play

c) excellence in achievement for each individual according to his or her abilities.

The Physical Education program for children in the lower levels emphasizes motor skills including such activities as running, skipping, hopping, jumping, and throwing and catching a ball. Overall body coordination is stressed through instructional units on "acrobatic" tumbling and basic gymnastics; special coordination (such as hand-eye) is reinforced through an instructional unit on manipulative activities.

The staff acquaints the children at the primary level with simple games, and provides opportunity for constructive competition through relays and other games. The higher grades concentrate on more complex games and team sports such as kickball, soccer, touch football, baseball (with plastic equipment), and basketball. During this winter season rhythmic work and body coordination for the older girls is also stressed. Last year a Field Day for all students was held at the end of the school year, and a similar event is scheduled for this year.

## ART PROGRAM

Time: One hour a week--Grades 1 through 7.

Objectives: a) To encourage the students' creativity.

b) To develop their aesthetic abilities.

c) To teach them how to use different techniques in order to achieve their goals.

The staff feels that free expression in art is essential, but the student needs to be guided in order to discover and acquire the different skills that will make his or her efforts in creativity successful and enjoyable. Geometrical drawing is part of the program at each level in order to develop skills in analyzing basic shapes of objects which they may want to draw or paint. Other skills to be developed include making more precise observations and a sense of proportion.

Art Activities at the various grade levels include:

Grades 1 & 2:

1. Free drawing using crayons, chalk, paint
2. Modeling with clay
3. Cut paper work
4. Simple geometrical drawings using squared paper
5. Texture
6. Illustrations of stories and poems

Grades 3 & 4:

1. Free drawings with crayons, chalk, paint
2. Weaving
3. Three dimensional art projects
4. Mosaic
5. Geometrical drawings
    a. on squared paper
    b. with ruler and compass
6. Shading
7. Cut paper work



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Grades 5, 6 & 7:

1. Sketching
2. Shading
3. Cut paper work, repeat designs, symmetrical designs
4. Mosaic
5. From geometrical basic forms to the drawing of things in reality
6. Ceramic wall plaques
7. Lettering
8. Water and tempera color

## REWARD SYSTEM

The fifth, sixth, and seventh grade classroom has two reward systems. One system was devised by the teacher two years ago to reward positive study habits. A chart listing the students in the room is placed on one of the front bulletin boards. Each time a child gets an "A" mark, he or she receives credit for a star. Once a week the children put their own stars on the chart. At the end of each marking period, inexpensive gifts of reading materials or games are given to the three girls and the three boys with the most "A's" for that period. At the end of the year, slightly more expensive prizes of games or materials are given. Also, the person in each reading group with the largest number of accumulated "A's" receives a trophy to take home.

The second reward system was suggested by a teacher and encouraged by the children. The intent of this system was to encourage improvement of classroom behavior. The children recommended implementation of a point system. Students determined behaviors which merited points and established a point "value" for each behavior. Additionally, students identified those inappropriate behaviors which should result in point reductions and assigned respective negative values to these behaviors. As the class set up the program, they decided to work on a team basis. Five captains are chosen from the room on a rotating basis. The captains choose their team members. The team receiving the most points by the end of the week goes outside for morning recess instead of the regular bathroom break.

## PARENT INVOLVEMENT

Parent involvement is facilitated through several types of activities:

1. Governing of the school: Membership on board, attendance at school meetings, etc.

2. Student discipline: Parents are involved because of school encouragement and parent-teacher cooperation. Parents were also involved in policies regarding discipline.

3. Weekly reports to parents: Student progress reports are sent home each week.

4. Conferences: Parents are encouraged and expected to attend conferences at the time of any concern and in addition to the regularly scheduled conferences.

5. Fund raising and other parent activities: Projects are planned for each month and different groups of parents are in charge of a particular project. Projects undertaken at the school this year are:

   - Candy Sales
   - Fifty-Fifty Raffle
   - Pizza Sales
   - Christmas Parties
   - Newspaper Drives
   - Roller Skating Parties
   - Fund-Raising Dinner
   - Mini Carnival
   - Concerts
   - Fashion Show
   - Valentine Social

   A community representative, in conjunction with two VISTA volunteers, also assists in organizing meetings and special events.

## EVALUATION OBJECTIVES AND METHODS

### EVALUATION OBJECTIVES

In addition to providing the previous description of the Southeast Community Education Center, the following objectives guided this study:

1. To determine the composition of the school to ascertain whether the program is serving those students for whom the program was established. In this case, the school was established as a community school to serve local students in the area without regard to religion, race, ethnicity or sex. The school was also developed as an alternative educational setting for students in the public schools.
2. To determine the relative effectiveness of the school in developing academic skills.
3. To determine whether the Southeast Community Education Center has a positive effect on attendance rates of students involved in the program.
4. To collect and summarize the views of students in regard to academic progress and instructional experiences in the program.
5. To collect and summarize the perceptions of the teaching staff regarding what they believed to be the relative strengths and weaknesses of the school program.
6. To collect and summarize the perceptions of parents regarding their child's progress in school, their child's attitudes toward school, and their suggestions for improvement or continuance of the program.
7. To collect and summarize the perceptions of college administrators in the community who have worked closely with the school.
8. To make recommendations regarding further support of the school by the

Grand Rapids Board of Education.

9. To make suggestions for improving the quality of the program.

## EVALUATION METHODS

### Population Served

Inasmuch as the Southeast Community Education Center was established on the grounds of Our Lady of Sorrows Church and speculation might arise as to its function, an attempt was made through school staff to determine religious affiliations and to determine through on-site observations whether there was "religious instruction."

School records were also examined to determine the resident addresses of students to determine the community nature of the school. The student body was also characterized in terms of race, the proportion receiving Title I support, and achievement levels at entry to provide interested parties with a picture of the social background composition of students.

### Academic Skills Development

Because of the availability of data, the academic achievements of students over a two year period were determined. For the 1973-74 school year, reading and spelling achievements were determined by use of the nationally standardized Wide Range Reading Achievement Tests. Eighty (80) students were tested in September, 1973, and subsequently in May, 1974. For the 1974-75 school year, reading and mathematics achievement was determined by use of the Grand Rapids Public Schools Objective Referenced Tests. Complete data were available on seventy-three (73) students. There was also available for September and May of the 1974-75 school year, Wide Range Reading Achievement Test data for the thirty (30) students referred to the reading center for special assistance.

## Reduction in Absenteeism

Absences of all newly entering students in September, 1974 were recorded for the 1973-74 school year and the first five months of the 1974-75 school year. Their average monthly absence rate for the 1974-75 year was then compared with their absence rate for the 1973-74 school year.

## Evaluations of the Teaching Staff

The teachers were interviewed for approximately one hour each in September. In April, they were given a questionnaire to which they could respond. In both situations the teachers were asked to indicate: 1) what they believed to be the strengths and weaknesses of the program; and 2) any recommendations they cared to make for improving the program. The teachers were also asked to analyze and rate their students in terms of their self-confidence, work habits, social behavior and temperament.

In addition, four evaluators from Information Services Incorporated made a total of seventeen (17) on-site visits to the school to talk with administrators and teachers, review school records, and observe students.

## Student Perceptions

Forty-nine (49) students in the third through seventh grade identified subject areas in which they felt they needed extra help. The students were also provided questionnaires to ascertain their perceptions of their experiences in the Southeast Community Education Center.

## Evaluations of Parents

During March, 1975, the fifty-four (54) families of all students were surveyed to determine their perceptions of the program. Forty-one (41) responded. The questionnaire asked the parents to indicate their perceptions of: 1) the progress, if any, of their children; 2) their satisfaction or

criticisms of the school; 3) their suggestions for changing the school; 4) any behavioral changes in their children which they had observed; and 5) their plans regarding further enrollment of their children in the school.

Evaluations of College Educators Working with the School

Letters providing their perceptions of the school were obtained (from school records) from two college directors responsible for student interns working with the school. These letters provide important observations of various conditions in the school and are, therefore, included in this Report.

# FINDINGS

## POPULATION SERVED

The Southeast Community Education Center school program is being conducted in a former Catholic school on the grounds of Our Lady of Sorrows. Students, however, are nearly all non-Catholic, with a total of five (5) students affiliated with the Catholic religion. The evaluation staff of Information Services Incorporated found no evidence of religious instruction beyond encouragement and support for such basic humanitarian values as kindness, honesty, and respect for self and others.

The students are generally from neighborhoods close to the school. All but two of the eighty-six (86) students are black. Approximately half of the students qualify for Title I support.

As will be documented in subsequent discussion, the students entering the school in September, 1973 tended to be, on the average, one year and three months (13) below national norms in reading. The students who entered in September, 1974 tended to miss thirty percent (30%) of the reading skills expected of them as measured by the Objective Referenced Tests (ORTS) developed by the Grand Rapids Public Schools.

## ACADEMIC ACHIEVEMENT

### School Year 1973-74

Reading Improvement--As can be seen in Table 1, for an eight-month

period in the 1973-74 school year, the students exhibited an average reading gain of one year-two months (1.2).

Table 1

1973-74 Pre-Post Reading Gains
(Wide Range Reading Achievement Tests)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| First Grade | 001 | 1.4 | 2.6 | 1.2 * |
| | 002 | Kg.5 | 1.5 | 1.0 * |
| | 003 | Kg.8 | 1.4 | .6 |
| | 004 | Kg.6 | 1.5 | .9 * |
| | 005 | Kg.8 | 1.6 | .8 * |
| | 006 | Kg.6 | 2.3 | 1.7 * |
| | 007 | Kg.3 | Kg.8 | .5 |
| Grade Averages ($\bar{x}$): | | Kg.7 | 1.7 | 1.0 |
| Second Grade | 008 | 1.6 | 2.5 | .9 * |
| | 009 | 1.9 | 2.3 | .4 |
| | 010 | 1.3 | 2.7 | 1.4 * |
| | 011 | 2.1 | 3.5 | 1.4 * |
| | 012 | 1.4 | 2.6 | 1.2 * |
| | 013 | 3.0 | 5.1 | 2.1 * |
| | 014 | 1.3 | 2.7 | 1.4 * |
| | 015 | 3.0 | 4.7 | 1.7 * |
| | 016 | 1.5 | 2.1 | .6 |
| | 017 | 1.3 | 2.4 | 1.1 * |
| | 018 | 1.3 | 2.2 | .9 * |
| | 019 | 2.6 | 5.1 | 2.5 * |
| | 020 | 1.6 | 2.8 | 1.2 * |
| | 021 | 1.4 | 2.1 | .7 |
| | 022 | 1.2 | 1.4 | .2 |
| | 023 | 1.5 | 3.8 | 2.3 * |
| | 024 | 1.5 | 3.6 | 2.1 * |
| | 025 | 2.2 | 4.2 | 2.0 * |
| | 026 | 1.3 | 1.4 | .1 |
| Grade Averages ($\bar{x}$): | | 1.7 | 3.2 | 1.5 |

Table 1 - (Cont'd.)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Third Grade | 027 | 2.5 | 3.9 | 1.4 * |
| | 028 | 4.8 | 5.9 | 1.1 * |
| | 029 | Kg.8 | 1.5 | .7 |
| | 030 | 1.8 | 4.1 | 2.3 * |
| | 031 | 3.5 | 5.9 | 2.4 * |
| | 032 | 3.1 | 4.5 | 1.4 * |
| | 033 | 1.4 | 2.5 | 1.1 * |
| | 034 | 1.6 | 3.0 | 1.4 * |
| | 035 | 1.8 | 3.5 | 1.7 * |
| | 036 | 3.6 | 4.8 | 1.2 * |
| | 037 | 1.5 | 2.8 | 1.3 * |
| | 038 | 2.5 | 4.7 | 2.2 * |
| | 039 | Kg.6 | 1.7 | 1.1 * |
| Grade Averages ($\bar{x}$): | | 2.3 | 3.8 | 1.5 |
| Fourth Grade | 040 | 4.2 | 5.3 | 1.1 * |
| | 041 | 6.5 | 8.1 | 1.6 * |
| | 042 | 1.5 | 2.0 | .5 |
| | 043 | 3.3 | 4.4 | 1.1 * |
| | 044 | 3.8 | 4.8 | 1.0 * |
| | 045 | 2.6 | 3.8 | 1.2 * |
| | 046 | 3.1 | 4.8 | 1.7 * |
| | 047 | 6.3 | 6.5 | .2 |
| | 048 | 4.1 | 5.3 | 1.2 * |
| | 049 | 5.9 | 7.8 | 1.9 * |
| | 050 | 4.5 | 5.5 | 1.0 * |
| | 051 | 3.9 | 5.5 | 1.6 * |
| | 052 | 2.6 | 3.9 | 1.3 * |
| | 053 | 7.8 | 8.4 | .6 |
| | 054 | 2.0 | 3.1 | 1.1 * |
| | 055 | 4.7 | 5.0 | .3 |
| | 056 | 3.0 | 3.8 | .8 * |
| Grade Averages ($\bar{x}$): | | 4.1 | 5.2 | 1.1 |
| Fifth Grade | 057 | 5.7 | 8.4 | 2.7 * |
| | 058 | 5.9 | 6.5 | .6 |
| | 059 | 2.5 | 3.8 | 1.3 * |
| | 060 | 2.0 | 3.5 | 1.5 * |
| | 061 | 2.0 | 2.8 | .8 * |
| | 062 | 4.2 | 5.9 | 1.7 * |
| | 063 | 2.7 | 3.8 | 1.1 * |
| | 064 | 4.4 | 4.8 | .4 |

Table 1 - (Cont'd.)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Fifth Grade (Cont'd.) | 065 | 5.5 | 6.5 | 1.0 * |
| | 066 | 3.8 | 4.1 | .3 |
| Grade Averages ($\bar{x}$): | | 3.9 | 5.0 | 1.1 |
| Sixth Grade | 067 | ** | ** | |
| | 068 | 6.0 | 6.8 | .8 * |
| | 069 | 2.4 | 2.8 | .4 |
| | 070 | 3.1 | 5.1 | 2.0 * |
| | 071 | 10.1 | 10.1 | .0 |
| | 072 | 5.0 | 6.3 | 1.3 * |
| Grade Averages ($\bar{x}$): | | 5.3 | 6.2 | .9 |
| Seventh Grade | 073 | 4.7 | 7.2 | 2.5 * |
| | 074 | 6.9 | 8.1 | 1.2 * |
| | 075 | 5.0 | 6.7 | 1.7 * |
| | 076 | 3.5 | 4.6 | 1.1 * |
| | 077 | 7.9 | 8.1 | .2 |
| | 078 | 5.8 | 7.1 | 1.3 * |
| | 079 | 1.8 | 2.8 | 1.0 * |
| | 080 | 7.3 | 8.3 | 1.0 * |
| Grade Averages ($\bar{x}$): | | 4.8 | 6.6 | 1.8 |
| | | | Total Average Gain | 1.2 |

1) In September, 1973, students were, on the average, one year and three months behind national norms.

2) By May, 1974, these same students were only one month behind national norms.

* Sixty-one (61) increased eight (8) or more months in reading skills.

** Data not available.

Spelling Improvement--As indicated in Table 2, forty-one (41) students gained eight (.8) or more months in spelling skills on national norms during the eight-month period between pre and post testing. The average spelling gain for all students was nine (.9) months. In the opinion of the evaluation staff, spelling gains were less than reading gains because of the school's clear emphasis on the development of basic reading skills.

Table 2

1973-74 Pre-Post Spelling Gains
(Wide Range Spelling Achievement Tests)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| First Grade | 001 | 1.1 | 2.6 | 1.5 * |
| | 002 | 1.2 | 1.6 | .4 |
| | 003 | 1.2 | 1.4 | .2 |
| | 004 | 1.2 | 1.8 | .6 |
| | 005 | 1.0 | 1.6 | .6 |
| | 006 | 1.0 | 2.0 | 1.0 * |
| | 007 | Kg.8 | 1.3 | .5 |
| Grade Averages ($\bar{x}$): | | 1.1 | 1.8 | .7 |
| Second Grade | 008 | 1.4 | 2.6 | 1.2 * |
| | 009 | 2.0 | 2.2 | .2 |
| | 010 | 1.3 | 2.6 | 1.3 * |
| | 011 | 2.0 | 3.0 | 1.0 * |
| | 012 | 1.7 | 2.6 | .9 * |
| | 013 | 3.0 | 5.0 | 2.0 * |
| | 014 | 1.2 | 2.2 | 1.0 * |
| | 015 | 1.6 | 3.0 | 1.4 * |
| | 016 | 1.7 | 2.5 | .8 * |
| | 017 | Kg.9 | 2.2 | 1.3 * |
| | 018 | 1.5 | 2.2 | .7 |
| | 019 | 2.3 | 3.5 | 1.2 * |

Table 2 - (Cont'd.)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Second Grade (Cont'd.) | 020 | 1.4 | 1.7 | .3 |
| | 021 | 1.5 | 2.2 | .7 |
| | 022 | 1.2 | 1.5 | .3 |
| | 023 | 1.5 | 3.2 | 1.7 * |
| | 024 | 1.5 | 3.2 | 1.7 * |
| | 025 | 2.0 | 3.2 | 1.2 * |
| | 026 | 1.4 | 1.5 | .1 |
| Grade Averages ($\bar{x}$): | | 1.6 | 2.6 | 1.0 |
| Third Grade | 027 | 2.0 | 2.5 | .5 |
| | 028 | 3.5 | 5.0 | 1.5 * |
| | 029 | 1.2 | 1.5 | .3 |
| | 030 | 2.0 | 3.7 | 1.7 * |
| | 031 | 2.6 | 4.5 | 1.9 * |
| | 032 | 2.0 | 5.5 | 3.5 * |
| | 033 | 1.3 | 1.8 | .5 |
| | 034 | 1.5 | 2.3 | .8 * |
| | 035 | 1.8 | 2.7 | .9 * |
| | 036 | 2.9 | 4.7 | 1.8 * |
| | 037 | 1.4 | 2.5 | 1.1 * |
| | 038 | 2.2 | 3.0 | .8 * |
| | 039 | Kg.9 | 1.4 | .5 |
| Grade Averages ($\bar{x}$): | | 1.9 | 3.5 | 2.6 |
| Fourth Grade | 040 | 3.2 | 5.0 | 1.8 * |
| | 041 | 6.5 | 8.1 | 1.6 * |
| | 042 | 1.2 | 1.5 | .3 |
| | 043 | 3.3 | 4.4 | 1.1 * |
| | 044 | 3.8 | 4.8 | 1.0 * |
| | 045 | 2.3 | 2.9 | .6 |
| | 046 | 2.5 | 3.0 | .5 |
| | 047 | 4.5 | 4.7 | .2 |
| | 048 | 4.1 | 5.3 | 1.2 * |
| | 049 | 5.7 | 7.2 | 1.5 * |
| | 050 | 3.7 | 6.3 | 2.6 * |
| | 051 | 2.7 | 4.7 | 2.0 * |
| | 052 | 2.6 | 2.5 | - .1 |
| | 053 | 3.9 | 5.5 | 1.6 * |
| | 054 | 1.6 | 2.5 | .9 |
| | 055 | 2.5 | 3.9 | 1.4 * |
| | 056 | 2.7 | 3.2 | .5 |
| Grade Averages ($\bar{x}$): | | 3.3 | 4.4 | 1.1 |

Table 2 - (Cont'd.)

| | Subject ID | Fall Sept. 1973 Yr.-Mo. | Spring May 1974 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Fifth Grade | 057 | 3.7 | 5.0 | 1.3 * |
| | 058 | 6.5 | 6.3 | - .2 |
| | 059 | 2.2 | 2.9 | .7 |
| | 060 | 1.7 | 2.3 | .6 |
| | 061 | 2.2 | 2.7 | .5 |
| | 062 | 5.0 | 5.7 | .7 |
| | 063 | 2.6 | 3.0 | .4 |
| | 064 | 3.7 | 5.0 | 1.3 * |
| | 065 | 5.5 | 7.3 | 1.7 * |
| | 066 | 3.5 | 3.7 | .2 |
| Grade Averages ($\bar{x}$): | | 3.7 | 4.4 | .7 |
| Sixth Grade | 067 | ** | ** | |
| | 068 | 4.0 | 4.3 | .3 |
| | 069 | 3.0 | 3.3 | .3 |
| | 070 | 3.0 | 3.2 | .2 |
| | 071 | 6.3 | 6.8 | .5 |
| | 072 | 4.7 | 4.5 | - .2 |
| Grade Averages ($\bar{x}$): | | 4.2 | 4.4 | .2 |
| Seventh Grade | 073 | 4.7 | 4.7 | .0 |
| | 074 | 6.5 | 7.4 | .9 * |
| | 075 | 5.7 | 6.5 | .8 * |
| | 076 | 4.3 | 4.6 | .3 |
| | 077 | 6.1 | 6.1 | .0 |
| | 078 | 5.2 | 5.5 | .3 |
| | 079 | 2.6 | 3.0 | .4 |
| | 080 | 6.8 | 7.8 | 1.0 * |
| Grade Averages ($\bar{x}$): | | 5.2 | 5.7 | .5 |
| | | | Total Average Gain | .9 |

* Fifty-three percent (53%) of students in all grades or forty-one (41) students gained eight (8) or more months in spelling skills during the eight month period between pre and post testing.

** Data not available.

School Year 1974-75

Reading Improvement--The findings reported in Table 3 indicate that in September, 1974 the total group of students correctly exhibited seventy percent (70%) of the reading skills expected of them in their particular grade levels. In other words, the students who entered in September, 1974 tended to miss six of twenty (30%) of the reading skills expected of them for their particular grade levels as measured by the Objective Referenced Tests (ORTS) developed by the Grand Rapids Public Schools. Eight months later, these same students tended to miss only five out of twenty (25%) of the reading skills expected of them.

*(see Table 3 on following page)*

Table 3

1974-75 Pre-Post Achievement Data
(ORTS) Percentage of Reading Skills Attaind

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| First Grade | 001 | 85 | 95 |
| | 002 | 80 | 80 |
| | 003 | 90 | 95 |
| | 004 | 100 | 85 |
| | 005 | 75 | 45 |
| | 006 | 90 | 100 |
| | 007 | 90 | 100 |
| | 008 | 100 | 100 |
| | 009 | 80 | 95 |
| | 010 | 100 | 100 |
| Grade Averages: | | 89% | 90% |
| Second Grade | 011 | 90 | 75 |
| | 012 | 65 | 85 |
| | 013 | 85 | 75 |
| | 014 | 85 | 60 |
| | 015 | 90 | 80 |
| | 016 | 90 | 85 |
| | 017 | 70 | 50 |
| | 018 | 90 | 70 |
| | 019 | 80 | 45 |
| | 020 | 90 | 95 |
| | 021 | 90 | 70 |
| | 022 | 95 | 100 |
| | 023 | 85 | 95 |
| | 024 | 80 | 80 |
| Grade Averages: | | 85% | 76% |
| Third Grade | 025 | 90 | 85 |
| | 026 | 95 | 95 |
| | 027 | 80 | 65 |
| | 028 | 100 | 95 |
| | 029 | 85 | 90 |
| | 030 | 100 | 95 |
| | 031 | 100 | 90 |
| | 032 | 95 | 80 |
| | 033 | 100 | 95 |
| | 034 | 100 | 100 |

Table 3 - (Cont'd.)

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| Third Grade - (Cont'd.) | 035 | 100 | 90 |
| | 036 | 90 | 100 |
| | 037 | 95 | 95 |
| | 038 | 90 | 95 |
| | 039 | 95 | 95 |
| | 040 | 90 | 90 |
| Grade Averages: | | 94% | 91% |
| Fourth Grade | 041 | 60 | 95 |
| | 042 | 35 | 95 |
| | 043 | 30 | 85 |
| | 044 | 75 | 100 |
| | 045 | 60 | 85 |
| | 046 | 50 | 60 |
| | 047 | 75 | 95 |
| | 048 | 45 | 70 |
| | 049 | 95 | 100 |
| | 050 | 55 | 70 |
| | 051 | 85 | 100 |
| | 052 | 55 | 95 |
| Grade Averages: | | 60% | 88% |
| Fifth Grade | 053 | 85 | 60 |
| | 054 | 20 | 15 |
| | 055 | 40 | 25 |
| | 056 | 70 | 65 |
| | 057 | 80 | 40 |
| | 058 | 85 | 65 |
| | 059 | 75 | 50 |
| | 060 | 60 | 55 |
| | 061 | 85 | 85 |
| | 062 | 75 | 65 |
| | 063 | 35 | 40 |
| | 064 | 15 | 25 |
| | 065 | 70 | 75 |
| Grade Averages: | | 56% | 51% |
| Sixth Grade | 066 | 10 | 45 |
| | 067 | 35 | 50 |
| | 068 | 40 | 50 |
| | 069 | 5 | 55 |
| | 070 | 0 | 65 |

Table 3 - (Cont'd.)

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| Sixth Grade - (Cont'd.) | 071 | 45 | 45 |
| | 072 | 50 | 65 |
| | 073 | 50 | 55 |
| Grade Averages: | | 29% | 54% |
| TOTAL SCHOOL AVERAGES: | | 70% | 75% |

In summary, the data reported in Table 3, for school year 1974-75, are similar in outcome to the findings reported in Table 1, for the previous school year. The findings show that in general the school has had a positive effect in bringing about improved reading skills.

Perhaps the effectiveness of the school in bringing about improved reading skills is related to the special reading tutorial program.

The students who received special assistance in the Reading Room during 1974-75 showed gains in reading achievement. As can be seen in Table 4, twenty-six (26) out of thirty (30) students who received special help gained at least seven (7) months in reading skills during the seven month period between testing. The average gain in reading skills was one year-two months (1.2) on national norms.

It should also be noted that the Stanford Diagnostic Reading Test is a conservative test in that it underestimates actual changes in reading skills of students who enter the second grade more than one year behind. The lowest score which can be given a student is one year-zero months (1.0), even though that student's reading level may be lower. There were seven (7) students who were given the score of 1.0 on pretesting who were really functioning at a pre-primer level according to the reading diagnostician.

In summary, all but four (4) students who were referred to the special reading program at the Southeast Community Education Center showed reading gains of seven (7) months or more with the average gain being one year-two months (1.2).

Table 4

1974-75 Pre-Post Achievement Data
(Stanford Diagnostic Reading Test)

| | N = 30[a] Subject ID | Reading Grade Level Sept. 1974 Yr.-Mo. | April 1975 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Second Grade | 001 | 1.0 | 2.6 | 1.6 * |
| | 002 | 1.0 | 2.3 | 1.3 * |
| | 003 | 1.0 | 2.1 | 1.1 * |
| | 004 | 1.0 | 2.3 | 1.3 * |
| | 005 | 1.0 | 2.4 | 1.4 * |
| | 006 | 1.0 | 2.2 | 1.2 * |
| | 007 | 1.0 | 2.1 | 1.1 * |

Table 4 - (Cont'd.)

| | N = 30[a] Subject ID | Reading Grade Level Sept. 1974 Yr.-Mo. | April 1975 Yr.-Mo. | Gain Yr.-Mo. |
|---|---|---|---|---|
| Second Grade (Cont'd.) | 008 | 1.0 | 2.3 | 1.3 * |
| | 009 | 1.0 | 3.0 | 2.0 * |
| | 110 | 1.0 | 2.7 | 1.7 * |
| Third Grade | 011 | 1.4 | 2.7 | 1.3 * |
| | 012 | 1.0 | 1.7 | 1.7 * |
| | 013 | 1.5 | 3.0 | 1.5 * |
| | 014 | 1.0 | 2.8 | 1.8 * |
| | 015 | 2.2 | 3.4 | 1.2 * |
| | 016 | 2.1 | 3.0 | .9 * |
| Fourth Grade | 017 | 1.4 | 2.8 | 1.4 * |
| Fifth Grade | 018 | 2.7 | 3.8 | 1.1 * |
| | 019 | 2.7 | 3.4 | .7 * |
| | 020 | 2.0 | 3.8 | 1.8 * |
| | 021 | 2.5 | 3.4 | .9 * |
| | 022 | 4.3 | 4.6 | .3 |
| | 023 | 2.0 | 4.2 | 2.2 * |
| | 024 | 3.2 | 4.5 | 1.3 * |
| | 025 | 2.1 | 2.7 | .6 |
| | 026 | 3.2 | 4.1 | .9 * |
| Sixth Grade | 027 | 4.5 | 5.5 | 1.0 * |
| Seventh Grade | 028 | 2.5 | 2.4 | - .1 |
| | 029 | 5.0 | 5.2 | .2 |
| | 030 | 2.7 | 4.3 | 1.6 * |
| | | | Total Average Gain ($\bar{x}$): | 1.2 |

a) There were thirty-six (36) students who received special assistance in reading. Six (6) were excluded because complete data were not available at the time of writing this report.

* Students who gained at least seven (7) months in reading skills level during the seven month period of time between pre and post testing.

Mathematics Improvement--The findings reported in Table 5 indicate that in general the students correctly demonstrated in September, 1974, about four out of five (78%) of the mathematics skills expected of them. In May, 1975, the students exhibited about four out of five (77%) of the correct mathematics responses.

Table 5

1974-75 Pre-Post Achievement Data
(ORTS) Percentage of Mathematics Skills Attained

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| First Grade | 001 | 75 | 70 |
| | 002 | 75 | 60 |
| | 003 | 80 | 60 |
| | 004 | 90 | 90 |
| | 005 | 40 | 45 |
| | 006 | 90 | 90 |
| | 007 | 85 | 75 |
| | 008 | 95 | 85 |
| | 009 | 80 | 75 |
| | 010 | 100 | 95 |
| Grade Average: | | 81% | 75% |
| Second Grade | 011 | 75 | 80 |
| | 012 | 70 | 70 |
| | 013 | 85 | 60 |
| | 014 | 75 | 75 |
| | 015 | 80 | 90 |
| | 016 | 80 | 45 |
| | 017 | 85 | 70 |
| | 018 | 75 | 55 |
| | 019 | 90 | 75 |
| | 020 | 80 | 70 |
| | 021 | 95 | 95 |
| | 022 | 75 | 85 |
| | 023 | 85 | 80 |
| Grade Average: | | 81% | 73% |

Table 5 - (Cont'd.)

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| Third Grade | 024 | 90 | 85 |
| | 025 | 90 | 70 |
| | 026 | 70 | 85 |
| | 027 | 90 | 95 |
| | 028 | 100 | 75 |
| | 029 | 80 | 80 |
| | 030 | 75 | 65 |
| | 031 | 70 | 100 |
| | 032 | 80 | 95 |
| | 033 | 85 | 95 |
| | 034 | 80 | 85 |
| | 035 | 70 | 75 |
| | 036 | 85 | 90 |
| Grade Average: | | 88% | 91% |
| Fourth Grade | 037 | 95 | 100 |
| | 038 | 75 | 65 |
| | 039 | 80 | 80 |
| | 040 | 95 | 95 |
| | 041 | 60 | 70 |
| | 042 | 85 | 80 |
| | 043 | 95 | 95 |
| | 044 | 90 | 70 |
| | 045 | 95 | 100 |
| | 046 | 75 | 85 |
| | 047 | 95 | 100 |
| | 048 | 95 | 95 |
| Grade Average: | | 86% | 86% |
| Fifth Grade | 049 | 83 | 85 |
| | 050 | 58 | 35 |
| | 051 | 36 | 50 |
| | 052 | 87 | 70 |
| | 053 | 83 | 85 |
| | 054 | 96 | 100 |
| | 055 | 25 | 50 |
| | 056 | 83 | 75 |
| | 057 | 88 | 85 |
| | 058 | 71 | 70 |
| | 059 | 100 | 90 |
| | 060 | 79 | 65 |
| | 061 | 75 | 80 |

Table 5 - (Cont'd.)

| | Subject ID | Fall 1974 % Right | Spring 1975 % Right |
|---|---|---|---|
| Fifth Grade - (Cont'd.) | 062 | 75 | 25 |
| | 063 | 50 | 40 |
| Grade Average: | | 73% | 67% |
| Sixth Grade | 064 | 58 | 95 |
| | 065 | 25 | 90 |
| | 066 | 75 | 80 |
| | 067 | 20 | 30 |
| | 068 | 95 | 95 |
| | 069 | 75 | 65 |
| | 070 | 95 | 85 |
| | 071 | 80 | 95 |
| Grade Average: | | 65% | 79% |
| TOTAL SCHOOL AVERAGES: | | 78% | 77% |

In summary, the data in Table 5 indicates that the students did not significantly fall further behind in their mathematics skills from September, 1974 to May, 1975. On the average, the students were able to solve approximately four out of five of the mathematics problems expected of them for their grade levels in both the fall and spring of the school year.

## REDUCTION IN ABSENTEEISM

All newly entering students (N=23) in September, 1974 were followed for five full months (through January, 1975) and their records of absence were recorded. Their absences during the first five months of the 1974-75 school year were then compared with their records of absence during the previous school year. In order to make valid comparisons, average monthly rates of absenteeisms for both school years were calculated.

As can be seen in the following Table, the average rate of absenteeism dropped by approximately one day per month for most students after entering Southeast Community Education Center (Table 6). There were five exceptions to this pattern of reduction in absenteeism rate, two of whom were seriously ill. Of the other three exceptions, two began the year with very poor attendance patterns for the first two months but are now attending regularly.

Table 6

Pre and Post Average Absenteeism Rates
of Students Entering S.E.C.E.C. in September, 1974

| Grade Level | Student ID | 1973-74 Sept.-June Absences N | 1973-74 Average Monthly Absence | 1974-75 Sept.-Jan. Absences N | 1974-75 Average Monthly Absence | Avg. Mo. Gain in Attendance |
|---|---|---|---|---|---|---|
| Second | 001 | 22 | 2.2 | 7 | 1.4 | .8 |
| | 002 | * | 0 | 11 | 2.2 | - 2.2 |
| | 003 | 23 | 2.3 | 13[a] | 2.6[a] | - .3 |
| | 004 | * | 0 | 5.5 | 1.1 | - 1.1 |
| Third | 005 | 24 | 2.4 | 18[a] | 3.6[a] | - 1.2 |
| | 006 | 5 | .5 | 0 | 0 | .5 |
| | 007 | 10 | 1.0 | 0 | 0 | 1.2 |
| | 008 | 2 | .2 | 0 | 0 | .2 |
| | 009 | 12 | 1.2 | 0 | 0 | 1.2 |
| Fourth | 010 | 5 | .5 | 1 | .2 | .3 |
| | 011 | 15 | 1.5 | 2 | .4 | 1.1 |
| | 012 | 12 | 1.2 | 0 | 0 | 1.2 |
| | 013 | 53 | 5.3 | 25 | 5.0 | .3 |
| | 014 | 6 | .6 | [b] | [b] | [b] |
| | 015 | 31 | 3.1 | 6.5 | 1.3 | 1.8 |
| Fifth | 016 | 15.5 | 1.6 | 2 | .4 | 1.2 |
| | 017 | 25.5 | 2.6 | .5 | .1 | 2.5 |
| | 018 | 66 | 6.6 | 1 | .2 | 4.4 |
| | 019 | 14.5 | 1.5 | 3 | .6 | .9 |
| Sixth | 020 | 5.5 | .6 | 1.5 | .3 | .3 |
| | 021 | 19 | 1.9 | 5.5 | 1.1 | .8 |
| | 022 | 9 | .9 | [c] | [c] | [c] |
| Seventh | 023 | 2.5 | .3 | 0 | 0 | .3 |
| | | | | Average Monthly Gain in Attendance | | .7 |

* School records not complete.

a Most of the absences occurred in the first six weeks of the school year. Absenteeism is now much less.

b Excluded from analysis. Diagnosed as having sickle cell anemia, seriously ill and not able to attend school for long periods.

c Excluded from analysis. Period of absence due to hospitalization.

## EVALUATIONS OF THE TEACHING STAFF

The perceptions of teachers were sought in two areas. The first area concerns teachers' analyses of behavioral characteristics of their students in the following areas: 1) students' confidence in their academic ability, 2) students' work and study habits in school, 3) students' social adjustment, and 4) emotional behavior in the classroom. Teachers were also surveyed to determine their perceptions of the general weaknesses and strengths of the school program and any recommendations they cared to make for improving services provided to students.

### Teachers' Perceptions of Changes in Their Students

The data reported in the following Table indicate that the teaching staff generally believes that the students at the Southeast Community Education Center have improved over the school year in self-confidence, work habits in school, social behavior, and control of temperament. In the judgement of the teachers, there were no students in the Spring who were perceived to be of such borderline development as to not be able to function in a regular school program.

Of the four areas, it appears that the teachers have the most difficulty with the work habits of their students. Approximately twenty-nine percent (29%) need special assistance in developing good work habits. Sixteen percent (16%) of the children need special assistance in developing their self-confidence.

In summary, the staff view their students as progressing in these areas of affective development.

Table 7

Teachers' Perceptions of Changes
in Attention Needed by Their Students in Relation to
Their Self-Confidence, Work Habits, Social Behavior and Temperament

| N = 84 Levels of Teacher Attention Needs | Student Characteristics: Self-Confidence Structure 9/74 | Self-Confidence Structure 4/75 | Work Habits 9/74 | Work Habits 4/75 | Social Behavior 9/74 | Social Behavior 4/75 | Temperament 9/74 | Temperament 4/75 |
|---|---|---|---|---|---|---|---|---|
| A. Needs very little special assistance. Relatively independent. Could function in any program. | 73% | 84% | 60% | 71% | 66% | 79% | 77% | 83% |
| B. Needs special programming and assistance. Student would have some difficulties in a traditional classroom without special assistance. | 26% | 16% | 35% | 29% | 31% | 21% | 19% | 17% |
| C. Borderline development. Needs extensive help and individual attention. Very doubtful that student could function in typical school setting. | 1% | 0 | 5% | 0 | 3% | 0 | 4% | 0 |

## Interviews With Teachers

In this section of the report, the views of professional staff are summarized. It should be noted that this summarization is not for reporting only those staff perceptions which are judged by the evaluator to be "correct." Regardless of the "rightness" of a particular staff person's orientation, such perspective can have considerable consequence for the conduct and success of the Southeast Community Education Center. It is important to our evaluation to be as clear as possible about the consensus and variation in viewpoints regarding the major strengths and weaknesses of the program, as well as recommendations for improvement.

The five (5) teachers and building administrator who were interviewed in December, 1974, seemed very honest and open. Each interview ranged from forty (40) to ninety (90) minutes in length. There were also informal conversations with the staff throughout the year. In addition, in April, 1975, the teaching staff responded to open-ended questions asking them to indicate their views about the strengths of the program and any recommendations they cared to make. In accord with our agreement to present an organized summary of staff perspectives with as little distortion as possible, direct quotes are listed. Also, as agreed, we have taken the liberty of omitting those expressions which would identify a particular person as being the source. Where the ideas were shared, one quote may be used, and the number who also share this perspective is indicated. Sometimes the quotes have been abridged or edited where it was judged that it would not distort the main idea and tangential or redundant phrases were a part of the expression. From a review of staff interview notes, staff comments are grouped into categories of major concerns.

Curriculum: Suggestions for Improvement

Every teacher interviewed in December, 1974, emphasized that the most important feature of the program that needed improvement was the mathematics program. Priority for developing the mathematics program was again emphasized in April, 1975.

They all indicated that they were pleased with the services and commitment of the volunteer VISTA person who worked three hours during the morning to provide special assistance in mathematics instruction. However, the teachers were very clear in their desire to have a full-time person in mathematics, just as they do in reading. They believe that their reading program is very strong and responsible for many of their successes. They think their students have progressed very well in reading skills--they do not think they are achieving such successes in mathematics.

As support for this perceived need to enhance the mathematics program, it was suggested in December and then again in April that more mathematics materials were also needed. There was consensus that the mathematics program was just begun this year and improvement could be expected, although teachers generally expressed concern about the rate of progress if more help and materials were not forthcoming. Additional mathematics materials are needed for both the classrooms and the mathematics center.

It was suggested by one person that the school establish a mathematics tutorial program. "At the present time it is difficult to do adequate testing or tutoring in mathematics for all the students in need." Another person said that ". . . we need the same process of

diagnosis, prescription and special supportive services as in the reading program."

Curriculum: Major Strengths

There is a very obviously high staff morale in the Southeast Community Education Center. Frequent expressions to that effect include:

1. "In spite of the work, I feel like I am in a family here."
2. "This is a small school and we all have a sense--students and staff--of belonging here."
3. "Discipline, communication, appreciation, and dedication is here among all of us."
4. "I feel as if I am needed here." (this was echoed by all staff interviewed)
5. Two teachers indicated the pleasure of working with parents and receiving their help even under the most trying conditions.

The staff is very positive about VISTA and tutorial assistance provided by the local colleges and CEP. One staff person suggested that the screening and orientation of new tutors may have been less than adequate, but that person explained that this now appeared to be corrected. Staff responses regarding volunteer assistance include:

1. "The use of VISTA volunteers and tutors has helped us to individualize our institution."
2. "Because of our volunteers and tutors, no student is overlooked in our program for even a single day."

Administration

Every teacher indicated to the interviewers high morale. Every teacher was enthusiastic with the extensive work, commitment, openness to new ideas, style of leadership, warmth, and discipline of the build-

ing director.

Three teachers indicated that they had grown or improved and that organizational improvements had also occurred during the past two years of this school.

As far as the relationship of the school with the central administration, opinions are generally favorable. In December, 1974, one staff member indicated that everything is processed through the building coordinator. This teacher said she and the other teachers had some misgivings in the beginning, but that everything is going well except for the need of funds to keep the school going. In April, 1975, two teachers suggested the need for a building administrator with the authority of a principal. Another indicated that perhaps as the school program was reviewed by the Board, additional support would be provided. One teacher explained that the science program has progressed during the year due to the books and materials received from the Board.

## STUDENTS' RESPONSES

As can be seen in Table 8 below, a large proportion of students in the Southeast Community Education Center indicated that they need additional assistance in mathematics. This finding is in accord with student achievement trends in mathematics and staff perceptions of school needs reported in the previous discussion of this chapter.

Table 8

Student Responses to Questions Asking Them to Indicate Which Classes, if any, They Would Like More Help in or Would Like to Study More (Total N=51)

Percent who indicated a need for additional help: 88%

Number of students who indicated that they needed help for each subject:

| | |
|---|---|
| *Art* | *1* |
| *Black History* | *1* |
| *English* | *8* |
| *Gym* | *1* |
| *History* | *5* |
| *Mathematics* | *27* |
| *Penmanship* | *1* |
| *Phonics* | *4* |
| *Reading* | *6* |
| *Science* | *5* |
| *Sewing* | *1* |
| *Social Studies* | *2* |
| *Spelling* | *7* |

As shown in Table 9, most students feel they are progressing (86%). More specifically, ninety percent (90%) indicated that they learned to read better. However, only fifty-five percent (55%) indicated that they were doing better in mathematics this year in contrast to last.

Table 9

Student Responses to Questions
Regarding Their Progression in School (N=51)

| Question: | ANSWER Yes No. | Yes % | No No. | No % | Undecided No. | Undecided % |
|---|---|---|---|---|---|---|
| 1. *Do you feel that you have progressed at school?* | 44 | 86% | 5 | 10% | 2 | 4% |
| 2. *Are you happier at school this year?** | 34 | 66% | 11 | 22% | 6 | 12% |
| 5. *Are you able to read better this year than last?* | 46 | 90% | 2 | 4% | 3 | 6% |
| 6. *Are you better in math this year than last?* | 28 | 55% | 18 | 35% | 5 | 10% |
| 7. *Would you like to attend this school next year?* | 32 | 63% | 6 | 12% | 13 | 25% |

* Thirty-four percent (34%) of the students that responded were either undecided or were certain that they were not happier in school during this year. However, all but five of the students were in the program last year. Data is not available regarding their happiness with school last year so that this information is difficult to interpret.

## PARENT EVALUATIONS

During March, 1974, the fifty-four (54) families of all students were surveyed to determine their views of the effects of the Southeast Community Education Center on their children. Forty-one (41) responded. The open-ended questions focused on: 1) parental perceptions of progress; 2) satisfaction of their youngster(s) in school; 3) behavioral changes noted in their children; 4) suggestions for changing the school; and 5) plans regarding their further enrollment of their children in the school.

The following are a few illustrative comments of parents:

1. "In many ways, but most of all he has respect and wants to learn."
2. "His grades are better . . . he likes to go to school now."
3. "He is interested in reading books and . . . listens better . . . and better mannered."
4. ". . . has matured and adjusted well."
5. "They work harder at that school . . . I've seen a great deal of improvement in their school work."
6. "I am happier too . . . now I receive a weekly report. If he is down, I know it immediately and I don't have to wait three months to find out."

Table 10

Parental Indications of Whether Their Child (or Children) has Progressed at the School and Illustrative Comments

| N = 43 Question: | Responses Yes | No | Undecided |
|---|---|---|---|
| 1. *"Do you feel that your child (or children) has progressed at the school?" (Number responding = 43)* | *93%* | *2%* | *5%* |
| 2. *"Does your child appear to be happier at school this year?" (Number responding = 38)* | *92%* | *5%* | *3%* |
| 3. *"Are there some things about the school you would like to see changed?" (Number responding = 38)* | *11%* | *84%* | *5%* |
| 4. *[If your child is eligible (not graduated)], "Are you planning to enroll your children for the Fall semester?" (Number responding = 34)* | *91%* | *6%* | *3%* |

Further evidence of parent satisfaction can be found in parent responses to the question of their child being happier in school this year (see Table 10). Over ninety-five percent (95%) of the parents responding indicated that their children were happier in school. In addition, only four (4) indicated that they would like to see any changes.

One parent provided a mild criticism of a teacher's attempt to correct her child. However, this parent feels that her child has made more than acceptable progress, and plans to continue to enroll the child in the school. Except for only two responses, parents indicated a very high level of satisfaction with their childrens' teachers as illustrated by their comments.

## EVALUATIONS OF COLLEGE EDUCATORS WORKING WITH THE SCHOOL

In addition to the test data and the evaluations of teachers, parents, students and staff, records were searched for evaluative statements by college educators who were directing teacher-training programs involved at the Southeast Community Education Center. The following letters are from a faculty member at the Grand Valley State College responsible for college student interns at the site, and a director of the Calvin College KIDS Program:

### From Grand Valley State College (January 21, 1975)

"Dear . . . . . .

It is very difficult for me to convey in writing the special value my students and I perceived in your program.

The arrangements within the rooms are certainly the most colorful, flexible, and enjoyable we have observed. The easy, relaxed and friendly manner of staff and children was a pleasure to encounter. The equipment and the way it was used displayed imagination and a sense of the adventure that learning can be.

But, more important than anything else was your attitude and the transmittal of that attitude to staff. I particularly relished the way you responded to my students' questions about the aide who yelled. Not only was there absolutely no attempt to be defensive, but you demonstrated the many ways in which you re-educated the person to alternative ways of behaving previously unknown to her. My students were particularly impressed by your concept of the administrator's obligation to meet the psychological needs of this teacher if it was to be expected that she meet the children's needs.

For me your absolute conviction that these children were as valuable as any other members of the human race was the most inspiring part of the visit."

From Calvin College (January 29, 1975)

"General Thoughts, Observations, and Opinions of the Reading Program . . . [SECEC]

The Room

The [SECEC] staff has worked a small wonder in converting a traditional classroom into an attractive and stimulating center for the study of reading and math. The room is always neat and well lit. It's conveniently divided into comfortable areas by rugs, shelves and tables. The pictures and growth charts that are displayed on the walls make for a pleasant atmosphere that helps to reinforce each child in his/her work.

The Resources

The room is the base for most if not all of the resource materials used at [SECEC]. In the resource room there is a plastic dishpan for each child with names attached. Each child stores his/her materials here when they are not in use.

Good use is made of the available materials. Appropriately, a child's attention is moved from one type of resource to another quite frequently so as to preserve interest and maximize chances for progress. Upon completion of a tutoring session, each child is rewarded by playing a reading game with the tutor.

Occasionally there is an inadequate supply of certain materials that the children enjoy and profit from. Perhaps it would be wise to recognize this fact when future orders are placed.

Tutor Training

The reading teacher presents to each tutor an assortment of introductory and background information before the first session. Included in this orientation are such things as information on the community and its residents as well as how to use the available materials. The tutor is then invited to observe tutoring sessions until he/she feels confident enough to start. Once the tutor has begun to actually work with the children, there is no pressure to "produce" results. Tutors with whom I have talked claim that this approach is very congenial, yet productive; tutors go into their assignments feeling confident.

The Tutoring Session

Upon arrival at [SECEC] the tutor calls the child out of his/her classroom. Together they travel to the resource room and upon arrival the tutee usually picks up his/her own materials. Included in the dishpan's contents is a notebook in which the teacher has recorded the instructions for the tutor. Upon completion of the forty-five minute tutoring session the tutor responds to the teacher's instructions by

From Calvin College (January 29, 1975) - Cont'd.

recording the progress made during tutoring session. I feel this means of communication to be highly commendable. There is nothing more debilitating to the child's progress than a lack of understanding between teacher and tutor regarding work accomplished and yet to be accomplished. There seems to be very little of this problem at [SECEC].

Attitudes

Children have exhibited a vibrant enthusiasm toward their reading program. Most are always eager to work on a one-to-one basis. The tutors enjoy the support that is always available from the resource teacher.

These observations are based on personal reports presented by tutors that volunteered their services of [SECEC] during the second semester of school year 73-74 and the first semester of school year 74-75 as well as a personal visit made by the KIDS Program Director.

It is the Director's opinion that the assigning of volunteer tutors to [SECEC] has been eminently successful."

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## SUMMARY OF MAJOR FINDINGS

### Student Composition

The students in attendance at the Southeast Community Education Center are from neighborhoods close to the school. All but two of the eighty-six (86) students are black. Approximately half of the students qualify for Title I support.

### Academic Achievement

1973-74 School Year--On standardized Wide Range Reading Tests, the students in 1973-74 exhibited an average reading gain of one year-two months during an eight-month period.

On standardized Wide Range Spelling Tests, the students in 1973-74 exhibited an average spelling gain of nine (9) months during an eight-month period.

1974-75 School Year--The students who entered in September, 1974 tended to correctly demonstrate fourteen out of twenty (70%) of the reading skills expected of them for their grade level on the Grand Rapids Public School Objective Referenced Tests. By May, 1975, these same students correctly demonstrated three out of four (75%) of reading skills expected of them.

Students who received special assistance in the diagnostic-prescriptive instruction reading center in 1974-75 increased one year-two months in reading level over an eight-month period on the Wide Range Reading Tests.

The students who entered in September, 1974 exhibited about four out of five (78%) of the mathematics skills expected of them on the Objective

Referenced Tests. During the following April, 1975, this group again exhibited about four out of five (77%) of the mathematics skills expected of them.

## Reduction in Absenteeism

The average rate of absenteeism dropped by approximately one day per month for students entering the Southeast Community Education Center.

## Staff Evaluations

The staff indicated student improvement in self-confidence, work habits in school, social behavior and temperament. The area requiring the most attention at this point is development of better study habits and work behaviors.

There is clear staff and administrative consensus for improving the mathematics curriculum with a program similar to that presently offered in reading. The staff exhibits very high morale and this is largely attributed to administrative, volunteer, and parent support and the small size of the school. The staff is very appreciative of the assistance of the Board.

## Student Evaluations

The students tended to indicate a need for more assistance in mathematics than in other subjects.

The student responses generally indicate that they were happier this year in school, that they were progressing or learning more, were better able to read this year, and would like to attend Southeast Community Education Center next year.

## Parent Evaluations

Parents indicate positive feeling toward the program. Additionally, they observe that they felt their children had progressed and were happier as a result of their educational experiences this year. Most want to enroll

their child in the school next fall. Few parents made any recommendations for changing the school program.

Evaluations of College Educators Working with the School

The directors of college interns and volunteers from Calvin College and Grand Valley State College who were working in the school were exceptionally positive toward the program and its effects on staff and students.

## CONCLUSIONS

Clearly, the Southeast Community Education Center has attained its major objectives during the 1974-75 school year.

There appears to the evaluation staff of Information Services Incorporated to be several reasons for the success of the school program which may have relevance for the continued support of the Grand Rapids Board of Education. Briefly, these reasons are:

1. There is a very dedicated and competent professional staff of teachers and teacher support persons.
2. There has been Board of Education support for three classroom teachers, the Reading Program, teacher aides, and curriculum materials. Without such Board support, the evaluation staff of Information Services Incorporated believes that the program would have ceased functioning by now, or would be ceasing shortly.
3. This program involves the parents far more extensively in the education of their children than is usual. Parents receive weekly progress reports on the social and academic performances of their children. The parents actively participate and frequently organize many of the major school activities. In addition, the building administrator and teachers are continually working to facilitate even greater parental support.
4. There has been increased attendance on the part of the students at the Southeast Community Education Center. We believe this is attributable to the administrative policy of extensive involvement with parents. In addition, data seem to indicate that students generally enjoy this school.

5. We believe that the success of this school is also dependent on the goodwill and extensive gratis work of the two sisters and the volunteers from the community and colleges, and to the effective on-site leadership given to the program.

RECOMMENDATIONS

However, even though this program has been generally successful, there are areas that the Board of Education should consider for possible development.

1. It is recommended that a mathematics diagnostic and prescriptive instruction program should be developed similar to the model of the successful reading program currently implemented in the school. We believe the added costs of such a program may be minimal enough to warrant explorations to determine the exact costs.
2. It is also recommended that the materials available for mathematics and science be carefully reviewed by Board personnel for possible development.
3. It is recommended that Board personnel consider in detail those school activities responsible for developing parent support and involvement. If deemed feasible, other schools may wish to adopt similar programs.
4. Based upon our classroom observations and conversations with the staff, it is recommended that Board personnel consider the feasibility of: 1) providing added equipment and materials for sewing, music and physical education, and 2) adding part-time music and physical education instructor-consultants to an on-site program.
5. Finally, it is recommended that the communications system between Southeast Community Education Center, as a "satellite" of the Sheldon Elementary School administration system and central Board of Education administrators and support personnel, be examined.